Subject: SHS English Department Teacher(s): Mr. Ray, Mr. Killman, Mrs. Stugart, Mrs. Galloway, Mr. Richardson

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text(e.g., how Madison defines *faction* in *Federalist* No. 10). | Learn the meanings of terms as they are used by an author | Meaning  Words  Phrases  Text  Meanings  Author  Term(s) | Determine  Used  Analyze  Refines |
| **Critical Vocabulary**  SWBAT use the terms in a piece of student generated writing. |

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | Compare how well authors make a point based on organization and how convincing they are | Effectiveness  Structure  Author  Exposition  Argument  points | Analyze  Evaluate  Uses  Makes |
| **Critical Vocabulary**  SWBAT debate the merits of authors writing about the same topic and/or theme |

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| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | Identify author’s point of view and purpose while explaining how style and content make the writing good | Author  Point of view  Text  Purpose  Rhetoric  Style  Content  Power  Persuasiveness  Beauty | Determine  Analyzing  contribute |
| **Critical Vocabulary**  SWBAT read a text and identify certain elements of the writing |

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| Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses). | Judge the purpose of important U.S. texts and how they’ve been used over time | Reasoning  U.S. texts  Application  Constitutional principles  Legal reasoning  Premises  Purposes  Arguments  Works of public advocacy | Delineate  Evaluate |
| **Critical Vocabulary**  SWBAT apply an important U.S. text to an event in history |

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| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.  Present information, findings, and supporting evidence, conveying a clear  and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | Writes a persuasive essay with an introduction, developed claims, well written sentences, and a culminating conclusion | Arguments  Claims  Analysis  Substantive topics or texts  Valid reasoning  Relevant and sufficient evidence  Words, phrases, and clauses  Varied syntax  Major sections of the text  Formal style  Objective tone  Norms and conventions of the [type of essay]  Concluding statement  Clear and distinctive perspectives | Write  To support claims  Introduce claims  Develop claims and counterclaims  Use words, phrases, and clauses  Establish and maintain a formal style and objective tone  Present information, findings, and supporting evidence |
| **Critical Vocabulary**  SWBAT write a persuasive essay paying attention to development of claims and syntax |

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| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American* *Usage*) as needed. | Understand and use grammar;  use additional reference materials | Command  Conventions  Grammar/usage  Understanding  Issues of complex or contested usage  references | Demonstrate  Apply  Resolve  Writing/speaking |
| **Critical Vocabulary**  SWBAT use a laptop to access online grammar quizzes |

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| RL & RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | No matter how unclear the text might be, students need to be able to find good evidence of the main idea of the piece of writing | Textual evidence  Text  Inferences | Cite  To support analysis  Determining |
| **Critical Vocabulary**  SWBAT identify evidence in a text which supports what the student believes to be the main idea |

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| RL & RI.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | When given a piece of writing with more than one theme or central idea, students will be to compare the way the author develops the themes; they will also be able to summarize the text. | Themes or central ideas  Text development  A complex account  Objective summary | Determine  Analyze  Interact and build |
| **Critical Vocabulary**  SWBAT make a flow chart of the ideas presented in a text |

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| RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  (Related) RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | Examine how an author’s choices in a story make a difference in how the story is told | Impact of the author’s choices  Elements of a story or drama | Analyze  To develop and relate |
| **Critical Vocabulary**  SWBAT change one element of a story, rewrite the story, then explain what changed about the story |

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| RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact  (Related; differences italicized) RI.11-12.5. Analyze and evaluate the *effectiveness of the structure an author uses in his or her exposition or argument*, including whether the *structure makes points clear, convincing, and engaging*. | Examine how an author put together parts of a story and how that affects the meaning and feeling of the story | Author’s choices  Specific parts of a text  Overall structure and meaning  Aesthetic impact | analyze |
| **Critical Vocabulary**  SWBAT read a piece of writing, examine its organizational structure, then make claims about the structure affects the story. |

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| RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | Identify the point of view and its difference between the figurative meaning of a text | Point of view  Text  Satire, sarcasm, irony, and/or understatement | Analyze  Distinguishing  Directly stated |
| **Critical Vocabulary**  SWBAT to distinguish between the given point of view in a story and an author’s use of irony |

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| RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) | Contrast between two versions of the same story then judge which one is better | Multiple interpretations of a story, drama, or poem  Version…source text (Shakespeare and American dramatists) | Analyze  Evaluating  Interprets |
| **Critical Vocabulary**  SWBAT compare a production of Shakespeare’s *King Lear* to Kurosawa’s movie, *Ran*, then explain which one explains the themes in the story better |

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| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| RL & RI.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature and documents of historical and literary importance including how two or more texts from the same period treat similar themes or topics. | Compare how important texts from American history talk about the same theme | Knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works  American literature  Documents of historical and literary importance  Two or more texts from the same period  Similar themes or topics | demonstrate |
| **Critical Vocabulary**  SWBAT compare amendments to the U.S. Constitution to short stories written during the same period |

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| RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. | Identify point of view and purpose then analyze how it relates to the effective use of rhetoric | Author’s point of view or purpose in a text  Rhetoric  Style  Content  Power, persuasiveness, or beauty of the text | Determine  analyzing |
| **Critical Vocabulary**  SWBAT examine how the use of point of view and purpose affect Swift’s “A Modest Proposal.” |

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| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| * RL & RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction and literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.   By the end of grade 12, read and comprehend literary nonfiction and literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. | Read and understand fiction and nonfiction that can be hard to understand | Literary nonfiction and literature  Scaffolding as needed | Read  comprehend |
| **Critical Vocabulary**  SWBAT read and accurately explain complex literary nonfiction and fiction in various forms |

Subject: SHS English Department Teacher(s): Mrs. Galloway, Mr.Killman, Mr. Richardson, Mrs. Stugart, Mr.Ray

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| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Writing 2**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information so  that each new element builds on that which precedes it to create a unified  whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic thoroughly by selecting the most significant and relevant  facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions and syntax to link the major sections  of the text, create cohesion, and clarify the relationships among complex  ideas and concepts.  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to  the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or  the significance of the topic).  **Critical Vocabulary**  **Work in pairs to create a informative essay (group learning)** | Write in the informative mode effectively, in the proper structure and with correct syntax.  Write effectively in the narrative format (tell a story).  Be able to write for specific toward a specific audience | Text, ideas, concepts, information, selection, organization, analysis of content, topic, formatting, headings, graphics, multi-media, facts, definitions, details, quotes, transitions, cohesion, vocabulary, figures of speech, figurative language, tone, style, concluding statement  Narratives, experiences/events, technique, details, sequences, problem/situations, observations, point of view, narrator/characters, variety, techniques, dialogue, pacing, description, reflection, plot lines, tone, sensory language, picture, conclusion  Writing, development, organization, style, audience, | Write, examine, convey, introduce, organize, develop, selecting, link, create, clarify, establish, maintain, provide  Write, examine, convey, introduce, organize, develop, selecting, link, create, clarify, establish, maintain, provide, using, engage, telling  Produce |
| **Writing 3**  Write narratives to develop real or imagined experiences or events using  effective technique, well-chosen details, and well-structured event sequences.  a. Engage and orient the reader by setting out a problem, situation, or  observation and its significance, establishing one or multiple point(s)  of view, and introducing a narrator and/or characters; create a smooth  progression of experiences or events.  b. Use narrative techniques, such as dialogue, pacing, description, reflection,  and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one  another to create a coherent whole and build toward a particular tone and  outcome (e.g., a sense of mystery, suspense, growth, or resolution).  d. Use precise words and phrases, telling details, and sensory language to  convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced,  observed, or resolved over the course of the narrative.  **Critical Vocabulary**  Give a prompt (character and situation) and students continue/finish the story  **Writing 4**  **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**  Activity-  Working in cooperative groups students will write a children’s story |

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| **Writing 5**  Develop and strengthen writing as needed by planning, revising, editing,  rewriting, or trying a new approach, focusing on addressing what is most  significant for a specific purpose and audience. (Editing for conventions should  demonstrate command of Language standards 1–3 up to and including grades  11–12 on page 54.)  **Critical Vocabulary**  Students will correctly place parts of a story in the correct order – using the physical movement | Understand and apply the five step writing process  Use technology to create, edit, and share student work  Use research to solve problems  Determine the credibility and reliability of primary and secondary sources  Use text to support what you write  Students will learn to pace their work according to the size and scope of the project  Initiate and participate in group discussions  Evaluate the credibility (how reliable?) of reference sources  Student’s will identify the speakers point of view, main idea, rhetorical devices, and position on a given topic  Present a research project that can be presented to your classmates  Students will use technology to present research findings and evidence found in text  Present a well supported speech | Writing, purpose, audience  Technology, internet, writing products, feedback, information  Research projects, problem, inquiry, sources  Information, sources, searches, strengths/limitation, task, audience, purpose, flow, plagiarizism, citation  Evidence, literary/informational text, analysis, reflection, research, reading standards, literature  Time, frames, research, reflection, revision, purposes, tasks, audiences  Collaborative discussions, diverse partners, texts, issues, ideas, material, study, evidence, decision making, goals, deadlines, roles, conversations, questions, positions, comments, claims, evidence  Sources, formats, credibility, discrepancies  Point of view, reasoning, evidence, rhetoric, premises, ideas, word choice, tone  Information, findings, evidence, perspective, line of reasoning, organization, development, substance, style, purpose, audience, range of tasks  Digital media, graphical, audio, visual interactive elements, presentations, findings, reasoning, evidence  Speech, variety, context, command of language | Develop, planning, revising, editing, re-writing, editing  Use, produce, publish, update  Produce, publish, update  Answer/solve, narrow/broaden, synthesize  Gather, assess, integrate  Draw, apply, demonstrate, delineate, evaluate  Write  Initiate, participate, building, come, read, researched, work, promote, set, propel, posing, responding, synthesize  Integrate, evaluate, solve  Evaluate  Present, follow  Make  Adapt, demonstrate |
| **Writing 6**  Use technology, including the Internet, to produce, publish, and update  individual or shared writing products in response to ongoing feedback,  including new arguments or information.  **Critical Vocabulary**  Students will develop a wiki space and post student work and offer feedback  **Writing 7**  Conduct short as well as more sustained research projects to answer a question  (including a self-generated question) or solve a problem; narrow or broaden  the inquiry when appropriate; synthesize multiple sources on the subject,  demonstrating understanding of the subject under investigation.  **Critical Vocabulary**  Students are assigned a problem and thus create a bibliography to solve the problem  **Writing 8**  Gather relevant information from multiple authoritative print and digital sources,  using advanced searches effectively; assess the strengths and limitations of  each source in terms of the task, purpose, and audience; integrate information  into the text selectively to maintain the flow of ideas, avoiding plagiarism and  overreliance on any one source and following a standard format for citation.  **Critical Vocabulary**  Students will evaluate the credibility of a variety of websites  **Writing 9**  Draw evidence from literary or informational texts to support analysis,  reflection, and research.  a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate  knowledge of eighteenth-, nineteenth- and early-twentieth-century  foundational works of American literature, including how two or more texts  from the same period treat similar themes or topics”).  b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate  and evaluate the reasoning in seminal U.S. texts, including the application  of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme  Court Case majority opinions and dissents] and the premises, purposes, and  arguments in works of public advocacy [e.g., *The Federalist*, presidential  addresses]”).  **Critical Vocabulary**  Write a persuasive essay on a controversial issue supporting with three outside sources  **Writing 10**  Write routinely over extended time frames (time for research, reflection, and  revision) and shorter time frames (a single sitting or a day or two) for a range of  tasks, purposes, and audiences.  **Critical Vocabulary**  Students are assigned a research project for which the class will corporately design a timeline/schedule for the various steps of the writing  **Speaking and Listening 1**  Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics,* *texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under  study; explicitly draw on that preparation by referring to evidence from texts  and other research on the topic or issue to stimulate a thoughtful, wellreasoned  exchange of ideas.  b. Work with peers to promote civil, democratic discussions and decisionmaking,  set clear goals and deadlines, and establish individual roles as  needed.  c. Propel conversations by posing and responding to questions that probe  reasoning and evidence; ensure a hearing for a full range of positions on a  topic or issue; clarify, verify, or challenge ideas and conclusions; and promote  divergent and creative perspectives.  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims,  and evidence made on all sides of an issue; resolve contradictions when  possible; and determine what additional information or research is required  to deepen the investigation or complete the task.  **Speaking and Listening 2**  Integrate multiple sources of information presented in diverse formats and  media (e.g., visually, quantitatively, orally) in order to make informed decisions  and solve problems, evaluating the credibility and accuracy of each source and  noting any discrepancies among the data.  **Critical Vocabulary**  Create a three part chart (Venn Diagram?) of reliable, semi-reliable, and unreliable sources  **Speaking and Listening 3**  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric,  assessing the stance, premises, links among ideas, word choice, points of  emphasis, and tone used.  **Critical Vocabulary**  Students will create a graphic organizer illustrating the author’s point of view, main idea, and position on a given topic  **Speaking and Listening 4**  Present information, findings, and supporting evidence, conveying a clear  and distinct perspective, such that listeners can follow the line of reasoning,  alternative or opposing perspectives are addressed, and the organization,  development, substance, and style are appropriate to purpose, audience, and a  range of formal and informal tasks.  **Critical Vocabulary**  Design PowerPoint research presentation based on a research project  **Speaking and Listening 5**  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,  reasoning, and evidence and to add interest.  **Critical Vocabulary**  Design PowerPoint research presentation based on a research project  **Speaking and Listening 6**  Adapt speech to a variety of contexts and tasks, demonstrating a command  of formal English when indicated or appropriate. (See grades 11–12 Language  standards 1 and 3 on page 54 for specific expectations.)  **Critical Vocabulary**  Students will present a persuasive speech using visual aids and/or handouts |

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 1**  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed. | Use resources to determine correct use of English, which may change over time. | Command  Conventions  English grammar  Usage  Understanding  Time  Issues  References | Demonstrate  Writing  Speaking  Apply  Change  Contested  Resolve  Consulting |
| **Critical Vocabulary**  **SWBAT** use a usage guide to determine correct grammar in debatable sentences. |

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 2**  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions.  b. Spell correctly. | Correctly use capitalization, punctuation, and spelling. | Command  Conventions  English  Capitalization  Punctuation  Spelling  Hyphenation | Demonstrate  Observe  Spell |
| **Critical Vocabulary**  **SWBAT** identify incorrectly used punctuation in a peer’s writing. |

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 3**  3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | Use different language techniques for various situations and be aware that authors do too. | Knowledge  Language  Contexts  Choices  Meaning  Style  Syntax  Effect  References  Guidance  Understanding  Study  Texts | Apply  Understand  Make  Comprehend  Vary  Apply  Reading |
| **Critical Vocabulary**  **SWBAT** evaluate language choices of a particular author writing in a particular style and mimic them in own writing. |

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 4**  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Figure out the meaning of a word. | Meaning  Words  Phrases  Grades 11-12  Content  Range  Strategies  Context  Sentence  Paragraph  Text  Position  Function  Clue  Patterns  Parts  Speech  Reference materials  Pronunciation  Etymology  Usage  Determination  Dictionary | Determine  Choosing  Use  Identify  Indicate  Consult  Find  Clarify  Verify  Checking |
| **Critical Vocabulary**  **SWBAT** Use context clues to determine the meaning of an unknown word in a challenging passage. |

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 5**  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations. | Look beyond the literal meanings of words. | Understanding  Figurative language  Relationships  Nuances  Meanings  Figures of speech  Hyperbole  Paradox  Context  Role  Text  Denotations | Demonstrate  Interpret  Analyze |
| **Critical Vocabulary**  **SWBAT** use examples of figurative language in their own writing. |

Subject: English Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Language 6**  6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Learn and use words specific to chosen career/college path. | Words  Phrases  Level  Independence  Vocabulary  Knowledge  Comprehension  Expression | Acquire  Use  Reading  Writing  Speaking  Listening  Considering |
| **Critical Vocabulary**  **SWBAT** identify and utilize specific content are words in a career research paper. |